



Stick insect

Look at the photo. Write to describe the moment in time it shows.

Find three specific exemplars attached.

Prompt 18: Stick insect

Exemplar 3: Don't touche it

Stick insect:
The stick insect is hard to see its black white and blue and a little bit red. He likes to eat leaves and has four legs and it should feel like a stick because it is a stick insect. They can camouflage and beside that it also stays still so no predator can eat it and it has a long tail so if you see a stick black white blue and has little tiny red dots on it dont touche it because it is not a stick it is a stick insect.

E01803

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01803
Ideas	R1–R6	R4	Several ideas relevant to the topic, with some elaboration (e.g., <i>stays still so no predator can eat it</i>). Ideas begin to show complexity, going beyond the writer’s immediate world (<i>If you should see ...</i>).	
Structure and language	R1–R6	R3	Limited orientation, but there is a concluding statement that draws the writing to a close. The body focuses on appropriate aspects of the stick insect’s appearance and includes descriptive detail (e.g., <i>it’s black white and blue and a little bit red</i>) as well as explanatory detail (e.g., <i>stay’s still so no predator can eat it</i>).	
Organisation	R1–R7	R3	Text is mostly coherent, although grouping is not completely effective: ideas are somewhat disconnected. Errors in connectives (e.g., noun–pronoun referencing across text) sometimes interfere with flow.	
Vocabulary	R1–R6	R3	Uses mostly everyday words and phrases. Some technical vocabulary (<i>preditor, camouflage</i>) and use of adjectives (<i>long tail, little tiny red dots</i>) adds detail.	
Sentence structure	R1–R6	R3	Although the text attempts some varied and complex sentences (e.g., <i>it should feel like a stick because it is a stick insect</i>), inconsistencies in noun–pronoun referencing within sentences (<i>they/it/he</i>) and missing words interfere with meaning.	
Punctuation	R1–R7	R3	Some correct use of sentence punctuation, although some sentences are run-on, with missing full stops or capitals. One correct use of a contraction (<i>it’s</i>), and one contraction missing (<i>dont touche</i>).	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly and one difficult word correctly (<i>camouflage</i>). Errors in spelling show knowledge of morphemes (e.g., ending <i>-or</i> in <i>preditor</i>).	